第５講　長文問題演習⑤

ポイント

❶ 対比の発見
❷ CVS
❸ 抽象の発見

次の英文を読んで，設問に答えなさい。

[Ⅰ] Higher education, once seen as the nation's great leveler, has become a guardian of class division and privilege in America. At the country's most selective schools, three percent of students come from families in the bottom economic quartile, while the top economic quartile supplies 72 percent. A high-achieving poor student is only one-third as likely to go to a competitive school as his or her wealthier counterpart.

[Ⅱ] Talented students should go to the best college they can — and not just for the career advantages later. A student who could get into a top school is nearly twice as likely to graduate there as if he or she goes to a noncompetitive school. The top colleges are the only ones where students of all income levels graduate at the same rates. The reason is money: selective colleges are richer. They can afford to provide specialized counseling and lots of financial aid. And running out of money is the most common reason people drop out.

[Ⅲ] It doesn't seem as if closing this gap should be so difficult. Some 30,000 low-income high school seniors in America each year are top students but don't go to selective schools, or to college at all. Catharine

Bond Hill, a prominent economist who studies equity in higher education, found that the share of low-income students at highly selective colleges could rise by 30 to 60 percent with no decrease in academic quality. So why don’t colleges just grab these students?

NOTE

[Ⅳ] One big obstacle is that many poor students don’t apply because they don't know elite schools are an option. The top students among them are also hard for recruiters to find, since they are scattered around the country.

[Ⅴ] But when poorer students do apply, they are accepted less often than similar students from high-income families, or they get in but don’t receive enough financial aid to go. Some elite private colleges cost $60,000 per year or more. Just thinking about graduating with a five- or even six-figure amount of debt sends many students from poor families rushing back to state schools.

[Ⅵ] Colleges that enroll the highest percentage of low-income students are need-blind, which means they make admissions decisions without considering ability to pay. $_{(A)}$They offer enough financial aid to completely close the gap between the cost of college and what a student’s family can pay. And they actively recruit low-income students.

[Ⅶ] Stephen Burd, a senior policy analyst at New America, a public policy institute, said that between 20 and 25 private schools and many public colleges do all three things, among them many Ivy League colleges, Stanford and small colleges like Pomona, Wellesley and Amherst (another leader in educating low-income students).

NOTE

[Ⅷ] The vast majority of colleges don’t. Enrolling poor students is costly, especially because each scholarship student will take the place of someone who could pay in full. The financial crisis of 2008 sliced into donations, and states are cutting public schools’ budgets.

[Ⅸ] In addition, the money colleges do have increasingly goes to students who don’t need it. Private colleges engage in bidding wars for talented wealthy students. Burd writes that the same thing is happening at public colleges, where tuition is higher for out-of-state students, and bidding wars for them consume a growing percentage of aid. While this crowds out low-income students, and many colleges say they would like to stop, they do not because their competitors are still doing it.

[Ⅹ] Tied to money is the powerful influence of U.S. News & World Report’s much-criticized college rankings. Colleges seek to move up in the rankings by competing on selectivity, student test scores, contributions from graduates and academic spending, among other measures on which colleges do best when they stick to privileged students. The college ranking system of The Washington Monthly provides a valuable alternative. It rates colleges for their contribution to the public good, considering the percentage of students from low-income families, innovative research and the percentage of students who do national service.

NOTE

[Ⅺ] In January, the Jack Kent Cooke Foundation, which focuses on helping promising poor students, published True Merit, a report that details many obstacles in the way of low-income students, including the following:

● Students who apply for early admission often double their chance of acceptance. But early admission is not an option for students who need to see and compare all of their financial aid offers.

● Colleges look for interesting extracurricular activities. A student who can afford to take an unpaid internship in a research lab moves ahead of a student who spent evenings working at Burger King.

● Students who have a parent or close relative who attended the school get preference. Harvard's admission rate for such applicants, for example, is four times higher than for regular applicants. There is no more direct way to perpetuate privilege.

● Colleges depend heavily on SAT* and ACT* scores. But these standardized tests are discriminatory — the richer you are, the better you'll do, even without test-preparation services and professional tutoring, to which poor kids have no access.

● Most controversially, even affirmative action can discriminate against the poor, the report said. Nearly 90 percent of African-American students at selective colleges, some of whom were admitted through racial preferences, are middle- or upper-class.

(How Colleges Can Again Be Levelers of Society by Tina Rosenberg, The New York Times, May 3, 2016 © The New York Times)

（注） *quartile：四分位数（例えば，the bottom quartile は下位４分の１を指す）

*extracurricular activities：課外活動

*SAT, ACT：いずれもアメリカの大学共通試験

*affirmative action：積極的差別是正措置

問１ 第Ⅰ段落から第Ⅱ段落の内容に照らして，もっとも適切なものを①～④から１つ選びなさい。

① In the top colleges, poor students graduate at lower rates than rich students.

② Even an excellent student is less likely to go to a competitive school if he or she comes from a poor family.

③ Higher education has always been thought of as a guardian of class division and privilege in America.

④ Generally speaking, it is more difficult to graduate from a top school than to graduate from a noncompetitive school.

問２ 第Ⅲ段落から第Ⅴ段落の内容に照らして，もっとも適切なものを①～④の中から１つ選びなさい。

① About 30,000 low-income high school seniors in America go to elite colleges each year.

② When poorer students apply to selective schools, their rate of acceptance is the same as for similar students from wealthy families.

③ Many poor students don't think about going to elite schools because they don't know that going to elite schools is possible for them.

④ the share of low-income students at highly selective colleges should range from 30 to 60 percent.

問３ 第Ⅵ段落から第Ⅷ段落の内容に照らして，もっとも適切なものを①～④の中から１つ選びなさい。

① The vast majority of colleges actively recruit high-achieving poor students.

② Some college make admissions decisions without considering one's ability to pay.

③ Most colleges welcome poor students more than others because they prefer scholarships students.

④ There are no Ivy league colleges that offer financial aid to students from families that are not wealthy.

問４ 第Ⅸ段落から第Ⅹ段落の内容に照らして，もっとも適切なものを①～④の中から１つ選びなさい。

① At public colleges, all students pay the same amount of tuition.

② Private colleges use their money exclusively to help students in need.

③ Both private and public colleges spend money to recruit talented students.

④ The rankings of colleges are determined entirely by their students'

diversity.

問５　第Ⅺ段落の内容に照らして，もっとも適切なものを①～④の中から１つ選びなさい。

① Affirmative action guarantees that colleges do not discriminate against the poor.

② Participating in interesting extracurricular activities actually lowers one's chances of acceptance at a college.

③ Poor students usually take part in an unpaid internship in a research lab because it increases the possibility of getting into top colleges.

④ At Harvard, the admission rate for applicants who have a parent or close relative who attended Harvard is higher than for regular applicants'.

問６　下線部(A)を和訳しなさい。

背景知識　教育格差問題

●教育格差とは？

親の収入や**都市部と地方部の環境の違い**により，**子供の教育環境に差が生まれる現象**。世界的な問題で，各国が教育機会の平等に様々な施策を講じている。

●憲法第二十六条

すべて国民は，法律の定めるところにより，ひとしく教育を受ける権利を有する。

すべて国民は，法律の定めるところにより，その保護する子女に普通教育を受けさせる義務を負ふ。義務教育は，これを無償とする。

●奨学金制度

学生に対し，学費や生活費を給付または貸与することで，経済的負担を軽減する制度。**給付型**と**貸与型**の奨学金があり，日本の奨学金のほとんどが貸与型。**無利子**のものと**有利子**のものがある。有利子のものを選択すると，卒業後に返済が大変困難になり，**奨学金返済の滞納の問題**が起きている。

●教育格差の解消の試み

・アメリカ　MOOC(Massive Open Online Course)

大学の授業が，ネット上で公開される無料オンライン講座サービス。国境や年齢を超えて意欲のある人々に無料で教育を届けようとする試み。

・日本　スタディサプリ

小・中・高生と社会人に向けた低価格のオンライン講義サービス。大学受験予備校よりはるかに安い価格で授業を好きなだけ見られるサービスからスタート。

NOTE

高3 ハイレベル英語 リーディング<長文演習編>
第５講　解答

解答

問1．②　問2．③　問3．②　問4．③　問5．④

問6．大学は，学費と学生の家庭が支払うことのできる金額との隔たりを完全に埋めるのに，十分な経済的援助を提供している。

問題と選択肢の訳

問1．

① 一流大学では，経済的に苦しい学生の卒業率は裕福な学生よりも低い。
② 優秀な学生でも，経済的困窮家庭の出身であれば難関校に通う可能性は低い。
③ アメリカでは，高等教育は常に階級区分と特権の守護者として考えられてきた。
④ 一般的に言って，一流大学を卒業するのは競争のない学校を卒業するよりも難しい。

問2．

① アメリカでは低所得層の高校３年生約３万人が，毎年エリート大学に進学する。
② 経済的に苦しい学生が名門校に出願すれば，その合格率は裕福な家庭の同じような学生と変わらない。
③ 多くの経済的に苦しい学生たちは，エリート校に通うことが可能だと知らないため，エリート校への進学を考えない。
④ 一流大学における低所得層の学生の割合は 30 ～ 60%の範囲であるべきだ。

問3．

① 大多数の大学は，成績の良い経済的に苦しい学生を積極的に募集している。
② 大学によっては，支払い能力を考慮せずに入学を決定するところもある。
③ ほとんどの大学は，奨学生を好むため他の学生より経済的に苦しい学生を歓迎する。
④ 裕福でない家庭の学生に学資援助を行うアイビーリーグの大学はない。

問４.

① 公立大学では，すべての学生が同じ額の授業料を払う。
② 私立大学は困窮している学生を助けるためだけにお金を使う。
③ 私立大学も公立大学も優秀な学生を集めるためにお金を使う。
④ 大学の順位は，学生の多様性のみによって決まる。

問５.

① 積極的差別是正措置は，大学が貧困層を差別しないことを保証する。
② 興味深い課外活動に参加することは，実際には大学に合格する可能性を減らす。
③ 一流大学入学の可能性が高くなるため，経済的に苦しい学生は研究室での無給インターンシップに参加することが多い。
④ ハーバード大学では，同大学に進学した親または近親者がいる志願者の入学率が，一般志願者より高い。

本文の全訳

かつて国民を平等にする素晴らしいものだとみなされていた高等教育が，アメリカでは階級区分と特権の守護者となっている。国内の一流校において，経済的に上位４分の１に属する家庭出身の学生が 72%を占める一方，下位４分の１に属する家庭出身の学生は３パーセントだ。成績優秀な経済的に苦しむ学生が難関校に通う確率は，裕福な学生の３分の１に過ぎない。

有能な学生は，将来のキャリアの優位性のためだけでなく，可能な限り最高の大学に進むべきだ。一流大学に入学することができた学生は，難関でない大学に行くよりも卒業できる可能性が２倍近く高い。すべての所得レベルの学生が同じ確率で卒業するのは，超一流大学のみに限られている。理由は資金にある。一流大学はより裕福だ。彼らには専門的なカウンセリングと多くの学資援助を提供する余裕がある。そして学資が底を尽くことこそ，人々が退学する最も一般的な理由だ。

このギャップを埋めることは，それほど難しいことだとは思えない。アメリカの低所得層の高校３年生のうち，毎年約３万人がトップレベルの生徒だが，名門校には進学しないか，あるいは大学に進学すらしない。高等教育の公平性を研究する著名な経済学者，キャサリン・ボンド・ヒルさんは，一流大学における低所得層の学生の割合が 30 ～ 60%増加しても，学力は低下しないことを発見した。では，なぜ大学はこのような学生たちを獲得しようとしないのだろうか。

ひとつの大きな障害は，多くの経済的に苦しむ学生が，エリート校が選択肢であることを知らないために，出願しないことだ。その中の優秀な学生たちは全国に散らばっ

ているため，募集担当者が見つけることも難しい。

しかし，経済的に苦しむ学生が出願すると，高所得家庭出身の同じような学生よりも入学が許可される可能性が低いか，もしくは入学しても十分な学資援助を受けられない。名門私立大学の中には，年間6万ドル以上かかるところもある。5桁から6桁にもなる借金を抱えて卒業することを考えるだけで，経済的困窮家庭出身の多くの学生は州立大学に慌てて舞い戻る。

低所得層の学生たちの入学率が最も高い大学群はニード・ブラインドで，それは大学が学費支払い能力を考慮せずに入学合否を決定することを意味している。大学は，学費と学生の家庭が支払うことのできる金額との隔たりを完全に埋めるのに，十分な経済的援助を提供する。また，低所得層の学生たちを積極的に募集している。

公共政策研究所であるニュー・アメリカの上級政策アナリストであるスティーブン・バード氏によると，多くのアイビーリーグの大学，スタンフォード大学，そしてポモナ大学，ウェルズリー大学，アムハースト大学（低所得層学生の教育におけるもうひとつの先進校）のような小さな大学を含む，20 ～ 25の私立大学と多くの公立大学は，上記3点すべてを実行している。

ほとんどの大学はそうではない。特に奨学生は学費を全額支払える学生に取って代わるため，経済的に苦しむ学生を入学させるには費用がかかる。2008年の金融危機は寄付金に飛び火し，州政府は公立学校の予算を削減している。

加えて，大学が保有する資金はますますそれを必要としない学生に渡るようになっている。私立大学は優秀かつ裕福な学生を対象に入札合戦を繰り広げている。バード氏は，同じことが公立大学でも起こっており，そこでは州外学生の学費が高く，彼らのための入札合戦が援助資金を使う割合が増えていると書いている。これは低所得層の学生を締め出し，多くの大学がやめたがっているが，競合大学が続けているためやめることができずにいる。

厳しい非難の的となっているUSニューズ＆ワールド・レポートの大学ランキングの強い影響力には，金銭が結びついている。大学は，選抜の厳しさ，学生の成績，卒業生からの寄付金，学術的な支出などを競うことでランキングを上げようとし，数ある方策の中でも，特権階級の学生にこだわることが最善の効果を上げる。ワシントン・マンスリー誌の大学ランキングシステムは，貴重な代替手段となっている。低所得家庭出身の学生の割合，革新的な研究，国家奉仕をする学生の割合などを考慮して，公共財への貢献度によって大学を格付けしている。

将来有望な経済的に苦しむ学生の支援に焦点を当てているジャック・ケント・クック財団は，1月に，低所得者層の生徒の進路を阻む多くの障害について詳細に説明した報告書「トゥルー・メリット」を発表した。その中には以下のようなものがある。

- 早期入学者選考に出願する学生は，たいてい合格の可能性が倍増する。しかし，すべての学資援助の申し出を見て比較しなければならない学生にとって，早期入学者選抜という選択肢はない。
- 大学は興味深い課外活動を探している。研究室で無給インターンシップに参加する余裕のある学生が，バーガーキングで夜間働いていた学生に先んじる。
- その大学に通った親や近親者がいる学生が優先される。例えば，そのような入学希望者のハーバード大学での入学率は，通常の入学者の 4 倍高くなっている。特権を永続させるこれ以上直接的な方法はない。
- 大学は SAT と ACT（いずれものアメリカの大学入学共通試験）の得点に大きく依存している。しかし，これらの共通試験は差別的だ。たとえ，経済的に困窮している子供たちには手の届かない試験対策サービスやプロの家庭教師なしでも，裕福であればあるほど，より良い結果が得られるだろう。
- 最も議論の的となるのは，積極的差別是正措置でさえ貧困層を差別する可能性があることだと報告書は述べている。人種的優遇措置により入学を許可された者も含まれる一流大学のアフリカ系アメリカ人学生のうち 90%近くが，中流または上流階級に属している。

第５講　重要語彙リスト

＊一つ一つ何度も繰り返して，
覚えてください

1	leveler	平等にするもの
2	class division	階級区分
3	privilege	特権
4	selective	選り抜きの
5	quartile	四分位数
6	high-achieving	成績優秀な
7	counterpart	相手
8	noncompetitive	競争力のない
9	aid	援助
10	run out of money	資金不足に陥る
11	prominent	著名な
12	equity	公平さ
13	scatter ～ around	～に散在させる
14	figure	（数字の）桁
15	rush back	慌てて引き返す
16	enroll	～を入学させる
17	need-blind	合否決定において支払能力を考慮しない
18	scholarship	奨学金
19	bidding war	入札合戦
20	tuition	授業料
21	out-of-state	州外からの
22	crowd out	～を締め出す
23	much-criticized	大きな批判を浴びている
24	selectivity	選択性
25	the public good	公共財
26	national service	国家への奉仕
27	promising	将来有望な
28	early admission	早期入学者選考
29	extracurricular activities	課外活動
30	move ahead of	～より先に進む
31	preference	優先権
32	applicant	出願者
33	perpetuate	～を永続させる
34	standardized test	共通試験
35	discriminatory	差別的な
36	tutoring	個人教授
37	controversially	物議を醸すことに
38	affirmative action	積極的差別是正措置
39	discriminate against	～に不公平な取り扱いをする

第５講　音読用白文　①②③④⑤⑥⑦⑧⑨⑩

Higher education, once seen as the nation's great leveler, has become a guardian of class division and privilege in America. At the country's most selective schools, three percent of students come from families in the bottom economic quartile, while the top economic quartile supplies 72 percent. A high-achieving poor student is only one-third as likely to go to a competitive school as his or her wealthier counterpart.

Talented students should go to the best college they can — and not just for the career advantages later. A student who could get into a top school is nearly twice as likely to graduate there as if he or she goes to a noncompetitive school. The top colleges are the only ones where students of all income levels graduate at the same rates. The reason is money: selective colleges are richer. They can afford to provide specialized counseling and lots of financial aid. And running out of money is the most common reason people drop out.

It doesn't seem as if closing this gap should be so difficult. Some 30,000 low-income high school seniors in America each year are top students but don't go to selective schools, or to college at all. Catharine Bond Hill, a prominent economist who studies equity in higher education, found that the share of low-income students at highly selective colleges could rise by 30 to 60 percent with no decrease in academic quality. So why don't colleges just grab these students?

One big obstacle is that many poor students don't apply because they don't know elite schools are an option. The top students among them are also hard for recruiters to find, since they are scattered around the country.

But when poorer students do apply, they are accepted less often than similar students from high-income families, or they get in but don't receive enough financial aid to go. Some elite private colleges cost $60,000 per year or more. Just thinking about graduating with a five- or even six-figure amount of debt sends many students from poor families rushing back to state schools.

Colleges that enroll the highest percentage of low-income students are need-blind, which means they make admissions decisions without considering ability to pay. They offer enough financial aid to completely

close the gap between the cost of college and what a student's family can pay. And they actively recruit low-income students.

Stephen Burd, a senior policy analyst at New America, a public policy institute, said that between 20 and 25 private schools and many public colleges do all three things, among them many Ivy League colleges, Stanford and small colleges like Pomona, Wellesley and Amherst (another leader in educating low-income students).

The vast majority of colleges don't. Enrolling poor students is costly, especially because each scholarship student will take the place of someone who could pay in full. The financial crisis of 2008 sliced into donations, and states are cutting public schools' budgets.

In addition, the money colleges do have increasingly goes to students who don't need it. Private colleges engage in bidding wars for talented wealthy students. Burd writes that the same thing is happening at public colleges, where tuition is higher for out-of-state students, and bidding wars for them consume a growing percentage of aid. While this crowds out low-income students, and many colleges say they would like to stop, they do not because their competitors are still doing it.

Tied to money is the powerful influence of U.S. News & World Report's much-criticized college rankings. Colleges seek to move up in the rankings by competing on selectivity, student test scores, contributions from graduates and academic spending, among other measures on which colleges do best when they stick to privileged students. The college ranking system of The Washington Monthly provides a valuable alternative. It rates colleges for their contribution to the public good, considering the percentage of students from low-income families, innovative research and the percentage of students who do national service.

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- Students who apply for early admission often double their chance of acceptance. But early admission is not an option for students who need to see and compare all of their financial aid offers.
- Colleges look for interesting extracurricular activities. A student who

can afford to take an unpaid internship in a research lab moves ahead of a student who spent evenings working at Burger King.

- Students who have a parent or close relative who attended the school get preference. Harvard's admission rate for such applicants, for example, is four times higher than for regular applicants. There is no more direct way to perpetuate privilege.
- Colleges depend heavily on SAT and ACT scores. But these standardized tests are discriminatory — the richer you are, the better you'll do, even without test-preparation services and professional tutoring, to which poor kids have no access.
- Most controversially, even affirmative action can discriminate against the poor, the report said. Nearly 90 percent of African-American students at selective colleges, some of whom were admitted through racial preferences, are middle- or upper-class.